Knightsville Elementary

847 Orangeburg Road
Summerville, South Carolina 29483

Grades	PK−5 Elementary School
Enrollment	1,016 Students
Principal	Laura R. Blanchard	843−873−4851
Superintendent	Joseph R. Pye	843−873−2901
Board Chair	Bufort "Bo" Blanton	843−873−8454

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING   GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	56	32	1	0

IMPROVEMENT RATING   UNSATISFACTORY

ADEQUATE YEARLY PROGRESS   NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

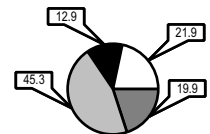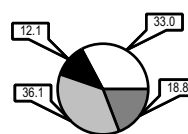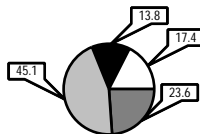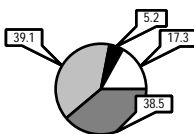|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located.   93.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
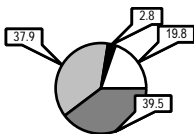
English/Language Arts   Mathematics   Science   Social Studies
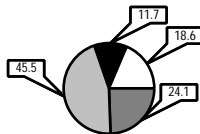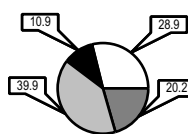
Our School

English/Language Arts: 2.8, 19.8, 39.5, 37.9
Mathematics: 11.7, 18.6, 24.1, 45.5
Science: 10.9, 28.9, 20.2, 39.9
Social Studies: 12.3, 19.2, 21.5, 47.0

Elementary Schools with Students like Ours

English/Language Arts: 5.2, 17.3, 38.5, 39.1
Mathematics: 13.8, 17.4, 23.6, 45.1
Science: 12.1, 33.0, 18.8, 36.1
Social Studies: 12.9, 21.9, 19.9, 45.3
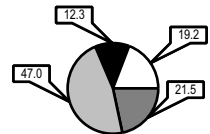
Definition of Critical Terms

■	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
■	Proficient	Well prepared to work at next grade level; met expectations
■	Basic	Met standards; minimally prepared, can go to next grade level
□	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	537	100.0	19.9	37.6	39.2	3.4	53.8	Yes	Yes
Gender									
Male	281	100.0	23.3	41.5	31.8	3.5	45.7		
Female	256	100.0	16.3	33.3	47.1	3.3	62.5		
Racial/Ethnic Group									
White	400	100.0	14.6	37.3	44.4	3.7	61.1	Yes	Yes
African American	114	100.0	36.2	40.0	21.0	2.9	28.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	36.4	36.4	27.3	0.0	45.5	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	462	100.0	16.2	37.7	42.8	3.2	57.6		
Disabled	75	100.0	43.9	36.4	15.2	4.5	28.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	537	100.0	19.9	37.6	39.2	3.4	53.8		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	535	100.0	19.6	37.7	39.3	3.4	54.0		
Socio−Economic Status									
Subsidized meals	242	100.0	31.5	38.7	27.0	2.7	41.4	Yes	Yes
Full−pay meals	295	100.0	10.5	36.6	48.9	4.0	63.8		
Mathematics − State Performance Objective = 36.7%									
All Students	537	100.0	18.7	45.2	23.9	12.2	54.2	Yes	Yes
Gender									
Male	281	100.0	18.2	46.9	20.5	14.3	50.8		
Female	256	100.0	19.2	43.3	27.5	10.0	57.9		
Racial/Ethnic Group									
White	400	100.0	10.6	47.9	27.0	14.6	61.6	Yes	Yes
African American	114	100.0	44.8	36.2	13.3	5.7	27.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	36.4	36.4	27.3	0.0	63.6	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	462	100.0	15.5	46.1	25.7	12.7	57.6		
Disabled	75	100.0	39.4	39.4	12.1	9.1	31.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	537	100.0	18.7	45.2	23.9	12.2	54.2		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	535	100.0	18.3	45.4	24.0	12.3	54.4		
Socio−Economic Status									
Subsidized meals	242	100.0	32.0	44.6	16.7	6.8	38.7	Yes	Yes
Full−pay meals	295	100.0	8.0	45.7	29.7	16.7	66.7		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

Science

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
All Students	537	100.0	28.9	39.6	20.1	11.4	31.5
Gender							
Male	281	100.0	29.8	39.1	17.4	13.6	31.0
Female	256	100.0	27.9	40.0	22.9	9.2	32.1
Racial/Ethnic Group							
White	400	100.0	21.7	41.0	23.8	13.5	37.3
African American	114	100.0	53.3	35.2	5.7	5.7	11.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	27.3	36.4	36.4	0.0	36.4
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	462	100.0	25.5	41.2	21.8	11.6	33.3
Disabled	75	100.0	51.5	28.8	9.1	10.6	19.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	537	100.0	28.9	39.6	20.1	11.4	31.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	535	100.0	28.8	39.5	20.2	11.5	31.7
Socio−Economic Status							
Subsidized meals	242	100.0	42.8	38.3	13.1	5.9	18.9
Full−pay meals	295	100.0	17.8	40.6	25.7	15.9	41.7

Social Studies

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
All Students	537	100.0	19.3	46.6	21.3	12.9	34.1
Gender							
Male	281	100.0	20.9	44.2	19.8	15.1	34.9
Female	256	100.0	17.5	49.2	22.9	10.4	33.3
Racial/Ethnic Group							
White	400	100.0	14.0	45.8	24.6	15.6	40.2
African American	114	100.0	38.1	48.6	8.6	4.8	13.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	18.2	45.5	36.4	0.0	36.4
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	462	100.0	16.4	47.5	22.9	13.2	36.1
Disabled	75	100.0	37.9	40.9	10.6	10.6	21.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	537	100.0	19.3	46.6	21.3	12.9	34.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	535	100.0	19.2	46.6	21.4	12.9	34.3
Socio−Economic Status							
Subsidized meals	242	100.0	31.5	49.1	11.7	7.7	19.4
Full−pay meals	295	100.0	9.4	44.6	29.0	17.0	46.0

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
2004							
3	175	100.0	11.2	31.2	51.8	5.9	57.6
4	159	99.4	13.8	40.8	44.1	1.3	45.4
5	177	100.0	19.4	57.1	23.5	N/A	23.5
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	170	100.0	8.2	30.2	56.6	5.0	61.6
4	192	100.0	20.5	41.5	36.4	1.7	38.1
5	175	100.0	30.8	41.5	25.8	1.9	27.7
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
2004							
3	175	100.0	7.6	40.6	34.7	17.1	51.8
4	159	100.0	8.5	41.8	27.5	22.2	49.7
5	177	100.0	14.7	48.2	22.4	14.7	37.1
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	170	100.0	13.2	60.4	18.9	7.5	26.4
4	192	100.0	18.2	32.4	31.8	17.6	49.4
5	175	100.0	24.5	45.3	20.8	9.4	30.2
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	170	100.0	23.3	47.2	20.8	8.8	29.6
4	192	100.0	25.0	35.2	25.6	14.2	39.8
5	175	100.0	39.0	37.7	13.8	9.4	23.3
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	170	100.0	11.3	48.4	27.7	12.6	40.3
4	192	100.0	17.0	40.9	22.7	19.3	42.0
5	175	100.0	29.6	52.2	13.8	4.4	18.2
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,016)				
First graders who attended full-day kindergarten	99.4%	Up from 92.4%	100.0%	100.0%
Retention rate	2.0%	Down from 2.1%	2.8%	3.0%
Attendance rate	95.7%	Down from 96.2%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Up from 1.4%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%	Up from 1.2%	3.0%	3.2%
Eligible for gifted and talented	18.5%	Down from 24.7%	17.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Up from 5.5%	7.9%	8.2%
Older than usual for grade	0.6%	Up from 0.3%	0.8%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	4.4%	Up from 0.2%	0.0%	0.0%
Teachers (n= 72)				
Teachers with advanced degrees	41.7%	Down from 43.3%	54.3%	52.6%
Continuing contract teachers	81.9%	Down from 91.0%	85.7%	83.3%
Highly qualified teachers	92.6%	Down from 95.1%	93.5%	93.5%
Teachers with emergency or provisional certificates	1.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 87.7%	88.3%	87.0%
Teacher attendance rate	92.1%	Down from 94.1%	95.0%	95.0%
Average teacher salary	$40,570	Up 1.3%	$42,035	$41,703
Prof. development days/teacher	12.5 days	Down from 12.7 days	12.6 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student−teacher ratio in core subjects	18.6 to 1	Up from 17.7 to 1	19.2 to 1	18.8 to 1
Prime instructional time	86.7%	Down from 89.2%	90.0%	89.8%
Dollars spent per pupil*	$5,859	Up 1.7%	$5,952	$6,242
Percent of expenditures for teacher salaries*	66.5%	Up from 64.1%	67.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	91.0%	89.4%
Highly qualified teachers in high poverty schools	N/A	90.1%

	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

Knightsville Elementary School has a time-honored tradition of creating lifelong learners who are able to meet the challenges of the future. In the pursuit of this goal, Knightsville has achieved recognition as a Blue Ribbon School of Excellence and a Flagship School of Promise. The faculty and students at Knightsville have also been honored with the South Carolina Exemplary Reading and Writing Award, as well as been named as a finalist for the Palmetto's Finest Award. Our tradition of excellence continues to influence everything that we do at Knightsville. This year our diverse student population exceeded 1,076 as compared to 1,017 last year with the expectation of continued rapid growth in the geographical area.

Staff development plays a key role in helping teachers meet the needs of our children. We have continued to focus on literacy instruction in our district to further help us achieve our goals for student performance. We have provided small-group differentiated instruction through a variety of programs and schedules to include RRR in kindergarten, PAWS in first grade, and literacy programs in 2nd and 3rd grades. We have also added READ 180 in both 4th and 5th grades.

Students have continued to participate in PACT-like district-wide writing prompts. Write Traits training has helped us to be even more effective in meeting the individual needs of our students. We have focused on standards-based instruction in team planning each week. We have two technologically up-to-date computer labs that are utilized by teachers and students on a regular basis to develop PowerPoint programs, to conduct research, and to develop computer literacy skills.

Knightsville will continue to work hard in overcoming the challenges that come with being located in one of fastest growing areas of the state. We also face the challenge of successfully meeting the needs of all of our students but most especially our special needs students.

Knightsville Elementary achieved all of the Adequate Yearly Progress (AYP) objectives. Our plans for the 2005-06 school year include a continued focus on the literacy model through staff development and scheduling. We will continue with the implementation of RRR, PAWS, and READ 180 to enhance differentiated reading instruction in the classroom for all grades. We will utilize team planning and district early release days to plan for this instruction.

The administration, faculty, and staff of Knightsville are committed to providing a safe, happy, learning environment where children are ready to meet the challenges of the future.

We value the strong community support and caring parents who support us in our efforts to achieve excellence!

Laura Blanchard, Principal
Erin Cox, SIC Chairman

	Teachers	Students*	Parents*
Number of surveys returned	69	152	113
Percent satisfied with learning environment	94.1%	76.2%	80.2%
Percent satisfied with social and physical environment	88.1%	80.9%	86.2%
Percent satisfied with school−home relations	77.9%	87.5%	61.8%

*Only students at the highest elementary school grade level at this school and their parents were included.